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CAREER MANAGEMENT ACTIVITY IN THE LIGHT OF GLOBAL PRAGMATISM: SOLUTIONS FOR UKRAINE

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Since end of 20th century term “competence” becomes category of HR in different parts of globalizing world, but in Ukraine during last decades its definition was interpreted in different and controversial manner. In result we have faced with crisis in national system of higher education, when under influence of globalization in economics and geopolitical processes we have lost leading positions in R&D, engineering, industry and other main areas. This issue becomes area of numerous debates and unsettled questions. What reasons and preconditions have caused this stagnation in scientific, research and industrial areas? Why Ukrainian higher education becomes wide area for different societal experiments like “humanization of engineering education”, “separation and distancing” of

coherent to traditional engineering scientific-research and practical-oriented areas as accounting, strategic management and etc.? Is it possible to find any pragmatic solution in current situation for national system of higher education? How we, as higher technical educational institution, can provide competitive and relevant to modern trends educational services and create innovative technologies in situation when we have lack of required financial resources, ruined industrial infrastructure in region, illogic educational reforms, exaggerated paper bureaucracy, occasion-bound thinking instead of strategic management and planning, overpricing of educational services accompanied by ruining university infrastructure and many other negative factors affecting quality and competitiveness of national higher education? Thus, let's try to find answers why we run into crisis in higher engineering education and how we can now avoid further stagnation caused by global and regional factors.

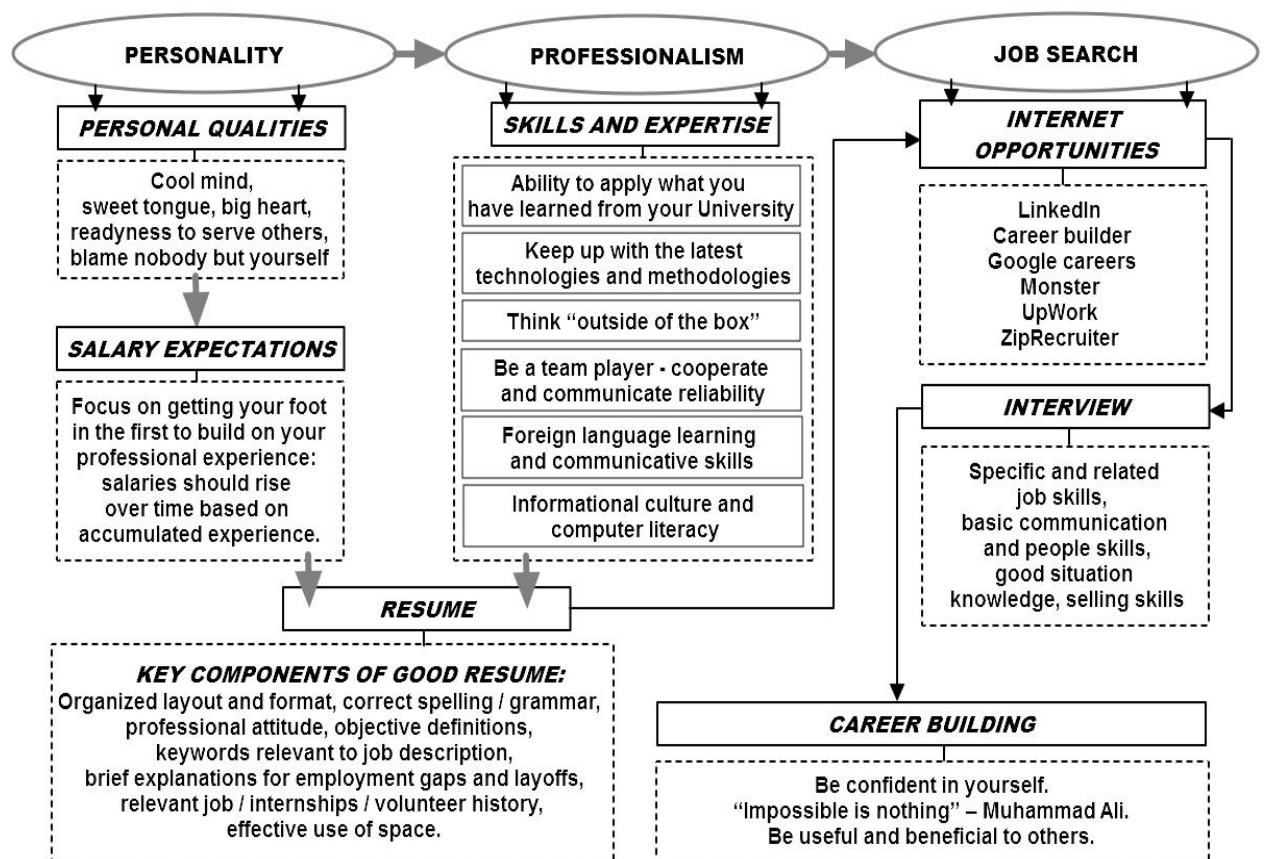
Employment level of university alumni will depend on flexibility of basic skills and professional competences obtained by them during studying and passing internship on workplace. That is why activity on career-guidance is main part of official duties for pedagogical and psychological staff of educational institutions in Ukraine. But career management as kind of economic activity (strategic planning, big data analysis and etc) is fragmentally developed and highly discussed area [6, p. 3- 4]. Semantically close definitions “career-guidance” and “career management” describe two different kinds of consulting activity: (1) introducing of job peculiarities and physical restrictions for getting required level of professional skills and competences; (2) psychological support, consulting on strategy-building and economic planning (time and resources management, evaluating of required minimal investment into future career, etc). If career-guidance activity is focused mostly on introducing jobs for school children, than career management dominates in work with students of vocational schools and higher educational institutions. In Ukraine university staff are involved into both kinds of mentioned above activity, so why usually there are any differentiation between this kinds of consulting activity (methodology, approaches, forms and format) [4, p. 290].

The same ideas we have found in works of C. Barihashvili who defines career-guidance as: (1) complex of psychological-pedagogic measures focused on facilitation to young people in employment according to their skills, character, motivation and aspirations; (2) intelligent choice of future job that requires to interests, social and economic needs of personality [1, p. 142-145]. Regional job centers as public consulting-analytical institutions provide informational support [3, p. 120-122], collect and process data on employment for monitoring and support of decision-making process on state level [2, p. 2-7]. Also in career-guidance and career management key role play social institutions and other actors as like as family, community, educational institutions and consulting organizations, industry, companies and organizations, machinery of government and state. According to theory of Max Weber development of each community is based on knowledge and work of individuals. That's why the most rational model of social organization on his consideration is pragmatic capitalism. Some authors also extrapolate this theory on other non-western societies like Japan, China, Singapore, UAE or Taiwan, where industrial and economic success were gained as result of mediation between global trends of industrial development and unique local socio-cultural modus [8, p. 180] are in focus of HR management goals. That is why each postmodern community today is involved into struggle for its future and social prosperity (gaining core goals of sustainable development). Each community according to Giorgio Agamben has suffered from so-called "global civil war" [5, p. 3-19], because of changes in globalization era are directed on the most socially flexible individuals who will thrive and national governments who try to protect themselves from this so-called "creative destruction" will fall behind [7, p. 11-12].

Nobody doubts that each student or school leaver, who just planning future career, can cherish an illusion that diploma of higher educational institution will open in the nearest future great perspectives for him/her in industry on national or even international level. But ... trap here is the confidence in "magic power of diploma" issued by famous university, because diploma is just paper, where is fixed estimation of learning results. To be hired by company and get chance for

successful career, person has to be not only good educated. Also there are three key points: job search, applicant's professionalism and expertise, and also his/her personality. For example, person has got university diploma and looking for appropriate job. University alumnus has checked many web-sites with job proposals, then sent CV and copy of diploma with honor to HR managers of chosen companies, but has got only hundred refuses. What's wrong? At first, diploma with honor can't introduce alumnus as a person who has practical skills and experience how to apply obtained in university knowledge on practice (job experience, participation in scientific-research work, internships and etc.). Because of company owner is interested in creative, high-motivated and skillful employee, not in selfish intellectuals with prestige diplomas but without any communicative skills.

Communicative skills is the main factor of success in job seeking: candidate should be able to demonstrate candidate's ability to discuss relevant to current project or research topics in foreign language as like as native speaker. Good command of foreign language skills is result not only of hard work on grammar or spelling, also for this you'll need to enrich your professional vocabular and eloquence. Self-marketing or "self-selling skills" can be considered as key element of your professionalism. Usually young people can have illusive or exaggerated salary expectations from their first job. But salaries should rise over time based on the experience accumulated, thus young people should to focus on getting foot in the first to build on their professional experience. Thus, career building we can describe as process (see picture 1).



Competitiveness of university alumni as like as university position in relevant world-wide rankings depends on quality of provided educational services that implemented in their ability to train in learners required for employer skills and competences. European experience and international standards implemented into quality management system for educational institutions and relevant national standards are still contradicted with Ukrainian practice. Brain drain as logical outcome of lack coherence between industry, governmental bodies on employment and educational institutions caused by absence of general national plan for economic, societal and industrial development of regions. That is why educational institutions (primary, secondary, high and higher education) can't be included into one system focused on training needed for national industry staff with required level of professional skills and competences.

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СУЧАСНІ ТЕНДЕНЦІЇ РОЗВИТКУ КОМПЕТЕНТНІСНОГО ПІДХОДУ

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У сучасній науці спостерігаємо стійку тенденцію утвердження не лише поняття «компетентнісний підхід», а й осмислення його сутності, адже